EDCI 520 - Section 002 - Tuesdays
Assessment for Language Learners
SPRING 2011
Tuesdays, 7:20 - 10 p.m., Nguyen Engineering Building, Room 1108

Associate Professor
         Dr. Lorraine Valdez Pierce
         Ph.D., Georgetown University

Mailing Address   Graduate School of Education, CEHD, MSN 4B3
                           George Mason University, Fairfax, VA 22030-4444

Office Location   Robinson Hall A, 3rd floor, Room 319

Office Hours   Tues., 5:00 – 6:00 p.m. and
                     by appointment on Mondays

If you are going to miss class or be late to class: TEL: (703) 993-2050
To make an appointment, request, or ask a question: Email: lpierce@gmu.edu
To fax a document: FAX: (703) 993-4370

Course Prerequisites
      Candidates admitted to the ESL and FL Initial Teacher Licensure Programs and to the Multilingual/Multicultural Education M.Ed. degree programs are **required to have completed at least EDCI 516 and EDCI 519 (ESL Methods) or 560 (FL Methods)**. If you have not yet completed the prerequisite courses or are not in any of these programs, *you may not enroll in this course without my written approval.*

Course Description
      This graduate course provides an introduction to basic principles and current and innovative approaches to **classroom-based assessment of language learning students in ESL, bilingual education, foreign language, and grade-level classrooms in Grades PreK-12, Adult Education, and University programs.** The principles introduced in this course *are also applicable to native speakers of English in general education classrooms.*

      Among the topics addressed are: applying research on language acquisition and teaching to instruction and assessment; embedding assessment of oral language, reading, and writing in daily instruction to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; designing and using portfolios; using assessment as feedback for learning; developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; improving grading practices; reviewing language proficiency tests; assessing language learners with special needs; writing multiple-choice tests; using criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests.

Graduate students will have opportunities to both critically examine assessment tools used in current practice and to develop their own. **This course is required for both ESL and Foreign Language teacher licensure as well as for the endorsement of teachers who are already licensed. It meets or exceeds NCATE, TESOL and ACTFL Standards for Teacher Preparation in assessment.**

Course Objectives*

Teachers/graduate students completing EDCI 520 will be able to:

1.   *Compare **purposes, advantages, and limitations** of standardized achievement tests to those of classroom-based assessments;*

2.   *Define **basic concepts and terminology** used in assessment and student evaluation;*

3.   ***Critically review language proficiency assessment measures*** for validity, reliability, and cultural bias, and make recommendations for use with English and foreign language learning students (and native speakers of English);

4.   ***Identify issues in assessment of language learners with special needs***, such as learning disabilities or gifted and talented;

5.   ***Critically examine and develop assessment procedures and tools*** for (a) the four language skills (listening, speaking, reading, and writing) and (b) the content areas;

6.   ***Link assessment to instruction*** by designing a variety of assessments that are embedded within instructional activities;

7.   ***Draft clear and objective performance criteria*** for language learning;

8.   ***Add scaffolding to assessment and instruction*** for language learners and at-risk learners;

9.   ***Draft a student assessment portfolio*** and involve learners in self-assessment; and

10.   ***Prepare language learning students to take standardized tests***.

*Students will be asked to use a personal computer for preparing course requirements, for accessing BlackBoard, and for contacting the instructor and classmates through email.

Class Web Site: Each student will access Blackboard 9.1 using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks. The only way you can access Bboard 9.1 is through the myMason portal (http://mymason.gmu.edu) on the Courses tab. If you have problems getting into BBoard 9.1, please contact < support.gmu.edu>, go to http://itusupport.gmu.edu/STG/blackboard.asp or call (703) 993-8870.

Instructional approaches include: Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. *Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course.* **Student reports and projects will be evaluated** using performance-based, criterion-referenced scoring rubrics.

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College of Education & Human Development: Core Values

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Expectations of the Instructor and the Graduate School of Education

- Students must adhere to the guidelines of the George Mason University Honor Code. This means that you must submit your own original work and not let anyone else write your papers or projects for you. When referring to key ideas in textbooks or articles, cite the authors and year in your narrative. [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS)/ (993-24724) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. Students will use MasonLIVE EMAIL accounts to communicate with the instructor of this course and to receive information from the university, college, school, and.

- Students must follow the university policy stating that *all sound emitting devices (e.g., cell phones) shall be turned off during class* unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times, including civility in discussions and respect for each other and the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center (703-993-1200) provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

MASON ALERT
Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to http://alert.gmu.edu

Course Requirements*

1. **Assessment Design**   **20%   Draft and submit assigned design tasks**
                                  [Individual] (due in even-numbered weeks)

2. **Language Proficiency**
   Assessment   **25%   LPA Presentation   [Team Project]***
                                  (due Week 5)

3. **Special Needs**
   Assessment   **25%   Special Needs Assessment Panel**
                                  [Team + Individual Project] (due Week 9)

4. **Classroom-Based**
   Assessment   **30%   Develop Assessment Tools FOR learning**
                                  [Team or Individual Project] (due Week 14)

*Maximum of 3 class members per team

Post your papers on our Blackboard web site under ASSIGNMENTS. No paper copy needed.

Textbooks

Required Texts

O'Malley, J. M. and Valdez Pierce, L. (1996). ***Authentic assessment for English language learners: Practical approaches for teachers.*** New York: Pearson Longman.*[I am writing the 2nd Edition of this book this year – no, really!]*

Stiggins, R. (2008). 5th Ed. ***Student-involved assessment FOR learning.*** Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional Required Readings available either online or in class.

Recommended Texts

Arter, J. & J. McTighe. (2001). ***Scoring rubrics in the classroom***. Thousand Oaks, CA: Corwin Press.

Blaz, D. (2001). ***Collection of performance tasks and rubrics: Foreign languages***. Larchmont, NY: Eye on Education.

Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.
Check Blackboard for Powerpoint slides to review before each class.

Week/ Date	Topics & Assigned Readings
1 1/25/11 *Readings to be discussed today -----→*	**INTRO TO THE COURSE: Course OBJECTIVES & REQUIREMENTS.** Balanced assessment systems. Classroom assessment, student confidence & success. Classroom and program levels of assessment use. Variety of assessment purposes. Assessment used to BENEFIT student learning: Assessment FOR Learning. Designing Checklists. ***Readings O'Malley & Pierce, Ch. 1; Stiggins, Intro. & Chs. 1 - 2***
2 2/1/11	Defining Achievement Standards for Assessment. Designing Quality Assessments. Validity & Reliability. ***Task 1 due: Design a Checklist.**** ***Readings O'Malley & Pierce, Ch. 2; Stiggins, Chs. 3 & 4; Definitions of Validity & Reliability on Blackboard***
3 2/8	**ASSESSMENT OF LANGUAGE PROFICIENCY for Program Placement.** Assessment for program placement. English Language Proficiency Tests. ACTFL Assessments. State-required Tests. Making Rating Scales. ***Readings Abedi, J. (2007) English Lang. Proficiency Assmt in the Nation; Porter & Vega, Overview of Existing Engl Lang Proficiency Tests, Appendix A. (Pages 81 – 102 and Pages 133 – 189)*** *http://education.ucdavis.edu/research/ELP_Report.pdf* ***Liskin-Gasparro (2003), The ACTFL Prof Guidelines and the Oral Proficiency Interview; Malone, Research on the Oral Proficiency Interview* (see Bboard Class Web Site for links)** **Bibliography of Readings on Oral Proficiency Assessment (OPI)** *http://lrc.cornell.edu/events/past/2001-2002/bib_opi*
4 2/15	**ASSESSMENT OF ORAL LANGUAGE.** Trends in Foreign Language Assessment. ***DEMO: Designing a valid & reliable scoring rubric.*** *Task 2 due: Design a Rating Scale.* ***Readings O'M & VP, Ch. 4*** ***Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."*** *http://www.cal.org/resources/archive/news/200012/assessment.html*
5 2/22	**ASSESSMENT OF ORAL LANGUAGE FOR STATE STANDARDS.** Structured interviews for oral language assessment. Performance Assessment. **Demo: Information Gap.** *Video: Fresh Start Interviews.* *Due Today:* **Language Proficiency Assessment Presentations/Posters.** **Readings Stiggins, Ch. 7**
6 3/1	**ASSESSMENT OF READING**. Decoding skills. Assessing reading strategies. Cloze tests. Running Records. Anecdotal Records. Miscue Analysis. Common Test Techniques. *Task 3 due: Design a Holistic Scoring Rubric.* ***Readings O'M & VP, Ch. 5***

7	3/8	**ASSESSMENT OF READING, PART 2**. Comprehensible Input. Insuring validity and reliability. Selected Response Assessment. **Assessment Toolbox Workshop.** *Self-Study: 7 Approaches to Scaffolding Assessments (see Blackboard online).* M**id-term Feedback Forms.** *Readings Stiggins, Ch. 5*
	No Class: March 15	
8	3/22	**Diagnostic ASSESSMENT OF READING FOR STATE STANDARDS.** Informal Reading Inventories. DRA , DRP, QRI. Testing Overall Language Ability. Selected Response Assessment. *Task 4 due: Design an Analytic Scoring Rubric.* *Readings Stiggins, Ch. 5*
9	3/29	**Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS**. What are the issues? What does valid and reliable assessment look like? Assessment Bias. Assessing Students with Disabilities and English Language Learners. **Due Today:** *Special Needs Assessment Critique & Panel Discussions.* *Readings Readings assigned to each panel.*
10	4/5	**ASSESSMENT OF WRITING. SELF-ASSESSMENT and PEER ASSESSMENT**. The critical relationship between self-assessment & achievement. *DEMO: Self-Assessment Workshop. ASCD Video: Self-and Peer Assessment. Task 5: Design a 4-Item Multiple-Choice Mini-Test.* *Readings O'M & VP, Ch. 3; Stiggins, Ch. 6*
11	4/12	**ASSESSMENT OF WRITING FOR STATE STANDARDS**. From sentence to essay. Text structures. Using Anchor Papers. *EXPLODING a scoring rubric.* *Readings O'M & VP, Ch. 6*
12	4/19	**PORTFOLIO ASSESSMENT.** Types of portfolios. Essential elements of portfolios. Managing portfolios. Using portfolio results for improving instruction. Assessment as feedback. *DEMO: Portfolio Planning Workshop. Task 6: Design a Self-Assessment Tool for Students.* *Readings O'M & VP, Ch. 3; Stiggins, Ch. 12*
13	4/26	**ASSESSMENT IN CONTENT AREAS. GRADING POLICY & PRACTICE.** Content area standards. Converting rubrics into grades. *Bring Draft of Classroom-Based Assmt. Project for Peer Feedback.* *Readings O'M & VP, Chs. 2 (pp. 29-31) & 7; Stiggins, Ch. 11*
14	5/3	**ASSESSMENT FOR ACCOUNTABILITY.** What do Standardized Test Scores mean? Appropriate & Inappropriate Test-Preparation. 3 Teacher Responsibilities. **Course evaluations. Feedback Forms. Materials Release Forms**. *DUE on or before Monday, May 9: Classroom-Based Assessment Project.* *Readings Stiggins, Ch. 13*

*Assessment Design Tasks will NOT be graded individually, but completing and submitting all 6 tasks will count toward 20% of your total grade. Their purpose is to provide you an opportunity to try your hand at drafting your own assessment tools and to get feedback from me on how to improve them. These tasks are due no later than the deadlines posted here and on Blackboard. Send tasks to me by email, and I will send you feedback on how to improve each one.

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